DOCUMENT RESUME

ED 048 081 24 SO 000 859

TITLE	Project Essay. The Development and Testing of Instructional Materials to Encourage Self-Understanding and Self-Direction in Adolescent Youth. Final Report.
INSTITUTION	Dearborn Public Schools, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-9-E-109
PUB DATE	15 Mar 71
GRANT	OEG-5-9-325109-0065
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Behavioral Objectives, Citizenship, *Curriculum Development, *Ethical Instruction, Grade 7, Grade 8, *Human Relations Programs, Inductive Methods, Inquiry Training, Material Development, Multimedia Instruction, *Projects, Secondary Grades, Self Actualization, Social Problems, *Social Studies, Values
IDENTIFIERS	*Project Essay

ABSTRACT

The objective of the project reported here was tc devise and put into operation a social studies program for junior high schocl students in the seventh and eighth grades. The objectives for this program were to develop the informed individual with: 1) a good self-concept with a sense of individual worth; 2) a sense of moral judgment; 3) a valid understanding of the nature of race and of the many misccnceptions about race now prevalent; 4) respect ethnic groups and their achievements; 5) understanding of the nature of conflict as a ccnstant in human living and of socially acceptable ways of resolving it; and, 6) understanding of the many roles an individual assumes as a member of society and the influence these roles have upon him. A team researched the problem, and tried out the learning activities and materials devised or selected in the classroom. The end product was two teacher resource guides that include both cognitive and affective objectives, and rely upon inductive cr inquiry methods, the use of critical thinking, role-playing, independent and small group research, and multi-media instruction. The guide for the seventh grade has been published (SO 000 858). An objective evaluation instrument was constructed, administered at the end of the 1970 school year, analyzed, revised, and will be published for use with the guide. (SBE)

ED048081

PROJECT ESSAY

Encourage Self-understanding

And Self-direction In Adolescent Youth

Dearborn Public Schools
Dearborn, Michigan

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT
Project No. 9-E-109
Grant No. OEG 5-9-325109-0065

The Development and Testing of Instructional Materials To Encourage Self-understanding And Self-direction In Adolescent Youth

Dearborn Public Schools
4824 Lois Avenue
Dearborn, Michigan
48126

March 15, 1971

FINAL REPORT
Project No. 9-E-109
Grant No. OEG 5-9-325109-0065

PROJECT ESSAY

Dr. Richard C. Seavitt, Project Director
Harold B. Hoffenbacher, Project Leader

Group Members

Franklin Bouvy
John F. Cotter
John B. Gmitter
Elizabeth Hale
Chase E. Harrison
Paulette Lovett
Martha Rockefeller
Stella Romanow
Lillain Siegel
Anthony R. Smith
James Wimshurst

The research reported herein was performed pursuant to a grant (OEG 5-9-325109-0065) with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such project under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Dearborn Public Schools
4824 Lois
Dearborn, Michigan

March 15, 1971

INTRODUCTION

Beginning in 1963 and continuing for two years, the Dearborn Public Schools conducted an intensive study of the junior high schools as an organization of the institution of education and of the younger adolescents who are members of that organization. The study was concerned with the characteristics and interests of junior high school youth as related to education; with the characteristics of the American society; and with the functions of the junior high school. The findings of this study were published in a document which contained a series of propositions concerning the above characteristics with accompanying implications for education; a statement of the philosophy and aims of the Dearborn junior high schools; and a series of statements about the psychology of education. Derived from these were a series of proposals for reorganizing our junior high schools both in scheduling and in the curriculum.

One of the effects of these findings was to institute in all subject areas, including social studies, an intensive study and revision of the programs. In a series of curriculum meetings and workshops, the various subject area staffs began revising and refining their programs in terms of content, organization, and methods of presentation. A workshop composed of teachers and administrators devised a sequential social studies program for grades K-12. The resultant plan was then presented to the elementary, junior high, and senior divisions for further study, expansion and implementation.

Within the junior high school curriculum group there was some dissatisfaction with the program as planned for grades seven and eight.

Representatives of three of the nine schools proposed and were granted permission to devise a program for those grades which would be different in content and organization from that being developed for the other schools. The program which resulted from their efforts is Project ESSAY - ENCOURAGE SELF-DIRECTION AND SELF-UNDERSTANDING IN ADOLESCENT YOUTH.

The broad objectives for Project ESSAY are based upon the extensive "Dearborn Junior High School Curriculum Study". These objectives are to develop the informed, self-directed individual our society needs; today as a student, tomorrow as a citizen. This individual should:

(1) have a good self-concept with a sense of individual worth;

(2) possess a sense of moral judgement;

(3) have a valid understanding of the nature of "race" and of the many misconceptions about "race" now prevalent;

(4) respect ethnic groups and their achievement;

(5) understand the nature of conflict as a constant in human living and of socially acceptable ways of resolving it;

(6) understand the many roles an individual assumes as a member of society and the influence these roles have upon him.

METHODS

The work of planning the program to achieve these objectives was largely done by a group of nine junior high school social studies teachers, two librarians, and members of the staff of the Division of Instruction. Two other teachers and another librarian participated during the first year. Over a period of two years, meeting collectively during the summer and in Saturday workshops, the group developed

a teacher's resource guide for both the seventh and eighth grades. Working individually, each member read extensively and, more important, carried on action-research in the classroom. This involved the use of the learning materials and activities selected or devised in the workshop session. Because of the nature of the content and the age of the students by whom the materials and activities would be used, a good part of the workshop time was spent in searching for materials, reading, reviewing, previewing, writing, and rewriting. Also involved were sessions with the Division of Instruction staff when clarification in some areas was sought. Review, revision, adoption, or rejection of materials tried out in the classroom was another concern of the group. The nature of the courses and of the teacher's resource guides follows.

Achievement of the overall program objectives is begun in the seventh grade course "The Nature of the Individual and His Conflicts". This course consists of:

"An Introduction to Ourselves"

Unit I - "Man's Place in His Group"

Unit II - "The Origin and Physical Development of Man"

Unit III - "Man and His Conflicts"

The "Introduction" develops broad understandings of the similarities and variations which exist among human beings in the class, the community, and the world. The first unit emphasizes social and psychological factors which affect an individual and his behavior in his relations with others. In the second unit the emphasis is upon the physical origins of man, his development, and the nature of race and racial prejudice. The last unit is concerned with conflict

within the individual, between the individual and the group, and between groups. The cause of, expression of, and ways of resolving conflict are analyzed.

The eighth grade course "The Nature of the Individual and His Roles in Society" is organized as follows:

"An Introduction to Groups"

Unit I - "The Family"

Unit II - "Peer Groups"

Unit III - "Secondary Groups"

A work copy of the resource guide for this course is being used on an action-research basis this year. At the close of the school year, a revised and expanded edition will be published.

The major product of the workshop activities and of the classroom action-research was the production of two teachers' resource guides. They are, in a sense, a combined resource-teaching guides. Each guide consists of:

(1) an introductory statement of course purposes, the general nature of the course content, and the general nature of the instructional techniques to be used;

(2) a statement of the overall objectives for the course stated in terms of the behavioral changes sought, the content or area of life in which each behavior is to operate, and in addition, what should be expected of the student who has achieved the desired degree of behavioral change;

(3) an outline of the course content listing the units comprising the course;

(4) a guide for each unit - each guide to contain:

  (a) an introductory statement of unit content and purpose;

  (b) a list of unit objectives, both cognitive

and affective, stated in the same manner as given in number (2) for the course objectives;

(c) a number of suggested learning activities for the achievement of the unit objectives and consisting of introductory, developmental and culminating activities.

(5) a unit bibliography of all materials cited in (4c) above;

(6) a unit student bibliography.

Because of their importance in the selection of the learning materials and learning activities to be used and in the evaluation of results achieved, the preparation of course and unit objectives as indicated in (2) and (4b) above was most important. For the course and for each unit the cognitive and affective objectives are stated in terms of the behavioral change desired, the content of life area in which it is to operate, and what is to be expected of the student who has achieved the desired behavioral change. Stating the objectives in this manner tells the teacher what he is to teach and how to measure his success. Each unit is divided into groups of initiatory, developmental, and culminating learning activities. Each activity specifies what is to be achieved, what materials are to be used, and how the learning activity is to be carried on. In each category of activities there is enough variety to enable the teacher to select those which, in his judgement, are commensurate with the needs and abilities of his class. For examples of the objectives presented in this manner see Appendix A.

The kinds of learning activities and learning materials used are designed to emphasize self-discovery and self-understanding. Considerable reliance is placed upon the inductive (inquiry) approach

and the use of critical thinking. Students are required to analyze themselves, their motivations and actions as well as those of others. They devise and conduct data and opinion surveys and interviews; participate in role playing activities including the use of educational games; engage in individual and small group research projects; and prepare and present their findings orally or in writing. Each activity is designed to increase the individual's understanding of himself, to enhance his self-image, and in the affective domain, to foster desirable attitudes.

The learning materials used are as varied as the learning activities. There is no textbook. Some of the learning materials used are, of necessity, teacher prepared. Examples of these are self-evaluation forms, directions for experiments in perception and learning, charts and graphs to be completed, stories and anecdotes for analysis. A variety of commercially prepared materials, both printed and audio-visual, are used. These include both hard and soft bound books, pamphlets, periodicals (and reprints from periodicals) films, filmstrips, tapes, recordings, and posters. For examples, see Appendix B.

Finally, at the end of each unit, there is an annotated bibliography of learning materials cited in the various learning activities suggested. Included are those resources cited for the teacher's use only. Using annotations enables a teacher unfamiliar with the materials cited to form at least a preliminary judgement in making the selections of activities to be used. There is, in addition, a student bibliography which may be reproduced for distribution. This bibliography lists pertinent works not cited for any particular learning activity.

The resource guide for grade seven "The Nature of the Individual and His Conflicts" has been published. This publication followed a year's use in the classroom. The published copy thus includes only those activities and materials which have been used and found to be successful. The guide for grade eight "The Nature of the Individual and His Roles In Society" is being used this year (1970-71) on the same action-research basis. It will be published after the close of school in June, 1971.

An objective evaluation instrument for the grade seven course has been developed. After its administration in June, 1971 it will be analyzed, revised, and published as a companion to the guide. A similar objective evaluation instrument will be developed for grade eight when the guide for that course is in final form.

FINDINGS AND ANALYSIS

To-date, the measurement of the success with which the two courses comprising the Project ESSAY Program are achieving the project purposes is largely subjective. It is based upon the observation and judgement of the teachers who have participated in the project, of their colleagues, of their students, and of the students' parents.

The seventh grade course is in its second year and the eighth grade course is in its first year of use. The teachers report that the students appear to enjoy the program. It is new and different, it focuses upon their interests and concerns, they are involved, and the variety of activities used appeals to them. They particularly like the fossil hunting field trip made on a Saturday to the quarry of the Medusa Portand Cement Co. near Toledo, Ohio. This student approval appears to be carrying over into the eighth grade where the program is being used for the first time.

Teacher acceptance of the program varies with the degree of teacher involvement in its development. Those not involved approach it with some trepidation since it is so different from the kind of social studies classes they have been accustomed to. However, they find that the detail with which the learning activities are presented in the guide makes their adjustment to the new course easier than they anticipated.

Parent acceptance, as reported by the principals and teachers, is good. That a number of the activities are designed to include the parents has aroused their interest. Although in Dearborn all learning materials are supplied by the Board of Education, a number of parents have asked to purchase some of the items used. Many parents have expressed their approval of the nature of the program and of the affect that it seems to have on their children.

Subjectively, the new program appears to be achieving its major objectives as presented in the introduction. Since the major objectives are in the affective domain with changes in attitudes towards self and others of major importance, no objective evidence can be presented at this time. When the objective evaluation instrument being developed is completed in its final form, objective pre- and post-course measurement will be possible. Also, after the students have completed the full two years of the program, a better evaluation of its success or lack of success can be made. Until then an evaluation must be made largely on a subjective basis.

CONCLUSIONS AND RECOMMENDATIONS

Based on the subjective judgement of the project participants the kind of program developed by ESSAY meets the needs of today's

younger adolescents better than the usual junior high school social studies program. Decision as to whether this judgement is correct must be withheld until the entire program is completed and more than one group of students have had the two courses comprising it. This decision must also be deferred until an instrument of effective objective evaluation is completed and used.

The major purooses of the project were not completed within the time allotted by the grant. Only the first of the two course resource guides was given a year's tryout and published. The other course is being used with a work copy of the resource guide which will not be published until this action-research is completed. Objective evaluation instruments must still be constructed for both courses.

While there are advantages in working to develop a new program as was done with ESSAY, there are disadvantages too. It is good to have the participants engaged in classroom teaching and trying out the materials, but Saturday workshops are not as productive as they should be. The summer workshops permitted more concentrated work but with the disadvantage of being away from the classroom.

A more affective way to operate a project such as ESSAY would be to procede as given in (1) and (2) below.

(1) allow more time, two years as a minimum, three would be better;

(2) release the workshop members for half days every day during the school year.

If the above procedure had been followed, it would have been possible to complete the project. The concentrated time for work which the summer workshop made possible would remain, with the

advantage of immediate opportunity for action-research in the classroom.

SUMMARY

The objective of Project ESSAY - ENCOURAGE SELF-DIRECTION AND SELF-UNDERSTANDING IN ADOLESCENT YOUTH - was to devise and put into operation a different kind of social studies program for junior high school students in the seventh and eighth grades. The objectives for this program were to develop the informed, self-directed individual our society needs; today as a student, tomorrow as a citizen. This individual should:

(1) have a good self-concept with a sense of individual worth;

(2) possess a sense of moral judgement;

(3) have a valid understanding of the nature of "race" and of the many misconceptions about "race" now prevalent;

(4) respect ethnic groups and their achievements;

(5) understand the nature of conflict as a constant in human living and of socially acceptable ways of resolving it;

(6) understand the many roles an individual assumes as a member of society and the influence these roles have upon him.

The development of the program was the work of a group of junior high school teachers, librarians, and members of the staff of the Dearborn Schools Division of Instruction. In workshops held during the summer of 1969 and 1970 and on Saturdays during the school years 1968-69, 1969-70 and 1970-71, the project members worked as a unit. Individually during this period the members did research into the problem and more important, tried out in the classroom the learning activities and materials devised or selected in the workshops.

The end product of these activities was two teacher resource guides, one for the seventh grade course "The Nature of the Individual and His Conflicts" and one for the eighth grade course "The Nature of the Individual and His Roles in Society". Each of these guides is similar in format consisting of a statement of course purposes, a list of course objectives, a content outline, and a number of units of study. Each of the latter includes a statement of unit purposes; a list of objectives; a number of suggested initiatory, developmental and culminating learning activities with cited learning materials; an annotated bibliography of these materials; and a student bibliography.

An important aspect of this organization is the manner in which the objectives for both course and units are presented. They include both cognitive and affective objectives and are given as understandings, abilities, and attitudes. Each includes a statement of the kind of behavioral change sought with the content or life area in which each is to operate. In addition, for each, there is a list of what should be expected of the student who has achieved the desired behavioral change. This degree of specificity in objective stating is carried into each of the suggested learning activities. It is felt presenting the objectives in this manner is of great value to the individual teacher in determining what to teach for, what to use in teaching, and what evaluation of results can be made.

The resource guide for the seventh grade has been published. It is in its second year of use and is a revision of a work copy used during the school year 1969-70. Evaluation of results has so far been subjective on the part of the teachers using the guide. An objective evaluation instrument has been constructed. It will be administered at the end of the school year, analyzed, revised, and then published for use with the guide.

The work copy of the guide for the eighth grade is being used this year on an action-research basis. At the close of the year, based on the results of its use in the classroom, it will be revised and published. An accompanying objective evaluation instrument will be prepared and published as was done for grade seven.

APPENDIX A

Method of Stating Objectives

The following are examples of the method used in stating the cognitive and affective objectives for both the course and the units comprising the course. They are from the seventh grade resource guide "The Nature of the Individual and His Conflicts".

(1) UNDERSTAND THE NATURE OF SELF AND ONE'S INTERACTION WITH OTHERS.

The student who has this understanding can:

1.1 explain the basic physiological characteristics of man;
1.2 explain the basic psychological characteristics of man;
1.3 discuss the uniqueness of man;
1.4 explain the concept of "race";
1.5 explain the conflicts which exist in man.

The above is one of the major cognitive objectives for the entire year. The unit objectives are presented in the same manner but are more specific. An example from Unit I, "Man's Place in His Group" is:

(1) UNDERSTAND THE WAYS IN WHICH AN INDIVIDUAL'S ATTITUDE DETERMINES HIS ROLE IN THE GROUP.

The student who has this understanding can:

1.1 explain the ways in which an individual's attitude determines his role in his group;
1.2 discuss emotions and the importance of their affect on the individual in group living;
1.3 discuss the importance of communication in relating effectively to others

Another example of a cognitive objective taken from the course objectives is:

(1) ABILITY IN LOCATING, APPRAISING AND INTERPRETING DATA CONCERNING MAN AND SOCIAL PROBLEMS.

The student who has this ability can:

1.1 use the bibliographical resources of the library to locate sources of information;
1.2 extract desired information from standard reference works using tables of contents, glossaries and indexes;
1.3 read and interpret graphic presentations in the form of maps, graphs, charts and pictures;
1.4 distinguish between fact and fiction, fact and opinion;
1.5 compare information from diverse sources and select that which is more acceptable.

In the affective domain one of the course objectives is:

(1) ATTITUDE OR RESPECT FOR THE WORTH AND DIGNITY OF EVERY INDIVIDUAL AS A HUMAN BEING.

The student who has this attitude will:

1.1 be courteous, considering the opinions of others even when in disagreement;
1.2 display empathy toward others;
1.3 evaluate human achievement on criteria other than merely materialistic or competive success;
1.4 refrain from using epithets and other derogatory terms in referring to other races and peoples.

In the affective domain an objective from Unit II, "The Origin and Physical Development of Man" is:

(2) ATTITUDE OF RESPECT FOR THE WORTH AND DIGNITY OF EVERY INDIVIDUAL AS AHUMAN BEING.

The student who has this attitude will:

1.1 examine and appreciate our physical and mental strengths and weaknesses;
1.2 appreciate and tolerate physical and mental similarities and differences in man;
1.3 view man's achievement as a combination of the genetic and environmental factors regardless of "race";

1.4 examine and be critical of his personal prejudice;
1.5 in his personal relationships, evaluate each person on individual merits;
1.6 exhibit his understanding of the uniqueness and brotherhood of man in his daily thinking and actions.

APPENDIX B

Examples of Materials Used

The following are examples of some of the learning materials used in the learning activities in the grade seven course "The Nature of the Individual and His Conflicts".

A few examples of the commercially printed materials used are the hardbound copies of THE SCIENCE OF OURSELVES, McBain and Johnson; THE GREAT REACHING OUT: HOW LIVING BEINGS COMMUNICATE, Froman; WAYS OF MANKIND, Goldschmidt; REBELS AND REGULARS, Smiley, Marcatante and Tilles; THE COLOR OF MAN, Cohen and Heyman; THE ADVENTURE OF MAN, Gregor; THE DAWN OF MAN, Nurry; and the Life-Time NATURE AND SCIENCE Series. Paperbound materials are also extensively used. Some of these are the "Scriptographic Study Booklets" of the Channing L. Bete Company; the "Guidance Booklets" of the Science Research Associates, Inc.; the Saalfield Publishing Company's "Science Series"; various "Public Affairs Pamphlets"; and a large number of individual titles dealing with sociology, anthropology, science, the law for juveniles, drugs, fiction, and drama. Much use is made of reprints from periodicals. Some of these are available from the publishers, others have, with permission been reprinted. Articles from the Readers Digest, Time, Newsweek, U.S. News and World Report, and Life are among the sources of these reprints. Some examples of reprint articles are "The Private Life of Primates", "The Naked Ape: A Zoologist's Study of the Human Animal", "Our Son is a Campus Radical", and "Ludlow: A Lesson in Integration".

Many films, filmstrips, and recordings are used. The "Horizons of Science" series produced by the Educational Testing Service; The Moody Institute of Science "Debt to the Past" series; the Disney-Upjohn "Health" series; the NEA "Unfinished Stories" series; and a large number of individual titles such as "Boundary Lines", "The Rock in the Road", "The Eye of the Beholder", and "What Color Are You" are representative of the motion pictures used. Among the useful filmstrips series are "Fundamentals of Thinking", Eye Gate; "Darwin's World of Nature", Life; and "Exploring Moral Values", Warren-Schloat; are representative. The "Ways of Mankind", National Association of Educational Broadcasters, is an excellent series of thirteen recorded dramas. The "Bible as Literature" Series, Educational Materials Corporation; "God's Trombone and other Spirituals", Decca; "West Side Story", Columbia; are others of the recordings included in the unit activities. The multi-media kit "The Color of Man: Exploring Human Differences", Random House, contains all of the above types of materials and is most valuable.

All of the learning materials cited above are only a small part of the total number uswd in the seventh grade course, "Man and His Conflicts". All are cited in the units, in the activities in which they are used, and in the annotated unit bibliographies.

A similar variety of materials are to be found in the presently incomplete guide for grade eight, "The Nature of the Individual and His Roles in Society". They are cited in this guide in the same manner as is the grade seven guide.